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ABSTRACT

This is the affirmative action employment plan adopted by the Board of Education of the Oakland Unified School District, Oakland, California. A statement of school district policy and goals is provided. Responsibilities of the school district administrators and the Affirmative Action Advisory Committee are also outlined. Steps to be taken to ensure both policy and goals are provided. Responsibilities of the school district administrators and the Affirmative Action Advisory Committee are also outlined. Steps to be taken to ensure both policy and program dissemination in and out of the school district are listed. School district policy on the following matters is presented: (1) work force utilization; (2) corrective action; (3) objectives and timetables; (4) employee evaluation; (5) employment practices; (6) recruitment; (7) screening and selection; (8) transfers and assignments; (9) promotions; and (10) staff development. The plan concludes with a glossary of terms pertinent to affirmative action. (Author/APM)

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AFFIRMATIVE ACTION
EMPLOYMENT PLAN

Presented to the

BOARD OF EDUCATION

OAKLAND UNIFIED SCHOOL DISTRICT

May, 1981

U.S. DEPARTMENT OF EDUCATION
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ROBERT W. BLACKBURN
Interim Superintendent

Oakland Unified School District
Oakland, California

Adopted by Board of Education
May 27, 1981

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INTRODUCTION

The Oakland Unified School District's Affirmative Action Employment Plan approved by the Board of Education, March, 1976 terminates in the school year 1980-1981. During the five year period of the plan the reports of the Administrative Assistant for Affirmative Action substantiate that minorities and women have made broad gains in employment in both certificated and classified positions as exemplified by the following statistical data:

Percentages of minorities in certificated positions (teachers, administrators, and support staff)

	Black	Asian	Hispanic
1975	33.3%	6.7%	3.5%
1980	37.1	8.6	4.9

Percentages of minorities in classified jobs (non-certificated)

	Black	Asian	Hispanic
1975	49.0%	6.9%	8.0%
1980	56.3	8.6	9.3

Although employment gains have been made by ethnic minorities there are a number of job classifications in which they remain underrepresented. In addition, a recent survey of District employees indicates that handicapped persons and Vietnam era veterans, which were not included in the District's initial plan, combined comprise under 2% of the District staff which is considerably below their representation in the population of the City of Oakland. Because of their high unemployment rate estimates range from 14% to 31% depending upon age range, those two groups have been targeted in need of employment assistance by the State Employment Development Department.

The District's second five year plan reaffirms the District's commitment to affirmative action and includes goals and timelines for ethnic minorities, women, handicapped persons and Vietnam era veterans.

POLICY

It is the policy of the Oakland Unified School District, in meeting the educational needs of the community, to be an equal opportunity employer by providing and safeguarding the opportunity for all persons to seek, obtain and hold employment, and qualify for advancement in the District without discrimination because of race, creed, national origin, age, sex, marital or veterans status, or handicap. Further, it is the policy of the District to actively promote the full realization of equal employment through a positive, aggressive, continuing affirmative action employment plan.

FEDERAL AND STATE LAWS AND REGULATIONS FOR AFFIRMATIVE ACTION

Federal and state laws and regulations concerned with equal employment opportunity require that a policy of affirmative action be adopted by private and public employers. The purpose of affirmative action is to design programs to correct present and past discriminatory hiring and promotional practices. The following

are laws and regulations pertinent to affirmative action: Presidential Executive Orders 11246 and 11375; Sections 703 and 704, Title VII of Civil Rights Act of 1964 as amended by Public Law 92-261 approved March 24, 1972; Section 504 of the Rehabilitation Act of 1973; Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974; Public Law 95-256 as amended; California Fair Employment Practices and Housing Act; Chapter 4, Sections 30 and 31 of Title 5 of the California Administrative Code; Sections 44100-44105 of the Education Code as added by Chapter 1090 of the Statutes of 1977 and 1978.

RATIONALE FOR OAKLAND UNIFIED SCHOOL DISTRICT AFFIRMATIVE ACTION PLAN

America is a land of diversity whose quality of character springs from the creativity, the toil, the intelligence and the struggles of individuals of all races and cultures. It is important, therefore, that all students understand and appreciate that their world is built by the hands and minds of people who are from many national, religious, ethnic and cultural backgrounds. This understanding and appreciation is enhanced when students see members of their own ethnic groups in roles of inspirational leadership. (Multi-Ethnic Calendar, Office of Human Relations, Oakland Unified School District, 1969.)

Education involves the total development of a student, intellectually, emotionally and socially within our society. Education is not the mere imparting of knowledge but should bring about mutual understanding, respect, and harmony between the sexes, among members of the various racial and ethnic groups within the community, among members of the staff, and among students. Therefore, it is in the best interest of the students to be exposed to a diverse staff to provide them with experiences which will help them accept the concept of living in a pluralistic society.

GOALS AND TIMELINES

Goals and timelines are designed to assist the District to improve upon the progress made during the initial five years of the Affirmative Action Plan in employment and promotion of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

The plan shall be for a period of five years beginning with the 1981-1982 school year. Quarterly reports are to be made during each year of the five year plan to assess progress toward the achievement of affirmative action goals.

The affirmative action employment goals are based upon the representation of ethnic groups, Vietnam era veterans and handicapped in the population of the City of Oakland as determined by the Oakland Planning Commission, California Department of Rehabilitation and Employment Development Department.

Handicapped	10%
Vietnam Era Veterans	5%

Ethnic goals are as follows:

Asian (Chinese 4%, Japanese 1%, Other Pacific Islanders 1%)	6%
Black	42%
Filipino	2%
Native American	1%
Hispanic (Mexican American 8%, Latino 4%)	12%
White	36%
Other	1%

Goals are for all job classifications and levels of employment and, as feasible, for every job site. The long range goals are that no one ethnic group shall have a representation of over 50% at any site and the male, female ratio shall approximate 50/50. Each area, school site, office and department shall be responsible for developing on a yearly basis their plan for contributing to the overall goal of the District.

RESPONSIBILITIES

Superintendent. The Superintendent shall be directly responsible to the Board of Education for the following:

— Implementing the procedures of the Affirmative Action Employment Plan with the aid and advice of the Administrative Assistant.

— Meeting periodically with the Chairperson of the Affirmative Action Advisory Committee to hear concerns and recommendations.

— Reporting periodically to the Board of Education and community concerning progress in meeting the District's goals.

Administrative Assistant for Affirmative Action/Urban Affairs. The Administrative Assistant shall report to the Superintendent and shall be responsible for the following:

— Assuming responsibility for implementing and monitoring the Affirmative Action Employment Plan.

— Monitoring and being responsible for the completion of an internal audit of each job classification and submission of quarterly and annual reports to the Superintendent indicating status of the Affirmative Action Plan in the achievement of affirmative action goals. The reports shall consist of the following:

- Job vacancies listed by job classifications and delineated by ethnicity and sex.

- Employment applications received listed by job classification, ethnicity and sex.

- Persons selected for employment listed by job classification, ethnicity and sex.

- List of job classifications by ethnicity and sex for each school site, office and department.

- List of job classifications of more than 50% of one ethnic group by site.

- List of school site administrative positions by ethnicity and sex.

- List of certificated administrative support staff positions by ethnicity and sex.

- List of classified management, supervisory and confidential staff positions by ethnicity and sex.

- List of job classifications by ethnicity and sex held by handicapped persons.

- List of job classifications by ethnicity and sex held by Vietnam era veterans.

- Recommendations to correct inequities discovered by the audit.

— Analyzing barriers to the employment of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans and recommendations for their removal:

- Review of the job requirements and selection procedures for all classifications of school district employment; recommendations for eliminating those which are not job related or which operate as unnecessary barriers to equal opportunity.

- Review of all tests required of job applicants to ensure that they meet standards specified by federal and state laws as well as District job requirements.

— Developing recruitment programs and ensuring that recruitment procedures achieve the following:

- That information on job opportunities is made available to all interested persons in the District and community.

- That potential applicants are made aware that the District is an equal opportunity employer.

- That underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans are actively encouraged to apply.

— Publicizing the Affirmative Action Employment Plan and disseminating it to staff and community.

— Ensuring that the program proceeds according to the authorized timelines.

— Investigating, upon request, grievances and complaints of discrimination by employees and applicants for employment and submitting written reports of findings and recommendations to the Superintendent.

— Serving as liaison with Office for Civil Rights, Equal Employment Opportunity Commission, Fair Employment Practice Commission and other government agencies in matters concerned with grievances pertaining to discrimination.

— Assuming such other responsibilities necessary for effective implementation of the Affirmative Action Employment Plan.

Administrative/Supervisory Personnel. All administrative/supervisory personnel of the District who are involved in the recruitment, selection, placement and promotion of the certificated and classified staff shall fulfill the following responsibilities as concrete evidence of their efforts in complying with the Affirmative Action Employment Plan:

— Identification of problems and opportunities relative to equal employment opportunities in their respective scopes of responsibilities.

— Establishment of realistic numerical goals and timelines to remedy deficiencies with the assistance of the Administrative Assistant.

— Recommendations for the employment of underrepresented ethnic groups, women, handicapped persons and Vietnam era veteran applicants who are qualified for existing vacancies or new positions, whenever possible.

— Provision of on-the-job training for qualifiable underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

— Making particular efforts to recommend and promote presently employed underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

AFFIRMATIVE ACTION ADVISORY COMMITTEE

An Affirmative Action Advisory Committee acts as a resource to the Administrative Assistant for Affirmative Action in identifying problem areas. It is comprised of representatives from both the District and the community who, if voting members, shall serve on a rotating basis for a period not to exceed three years.

Composition of the Advisory Committee. The Advisory Committee shall include:

— District employees:

- Administrative Assistant for Affirmative Action (non voting)
- One Personnel Department representative (non voting)
- One Research Department representative (non voting)
- Three representatives from certificated employee organizations
- Three representatives from classified employee organizations
- One representative from administrative organizations
- One staff member appointed by the Superintendent

— Community representatives:

- Eight community representatives not employed by the District who have demonstrated an interest in affirmative action and education. These eight members shall be reflective of the multi-ethnic community.

- Vacancies shall be filled by the Superintendent from nominations submitted by the Advisory Committee and other sources.

— The committee will meet at least once quarterly and submit its minutes to the Superintendent.

COMMITTEE RESPONSIBILITIES

The committee will be responsible for the following:

— Reviewing the District's recruiting, testing, selection, promotion, and training procedures, recommending corrective actions where indicated.

— Reviewing the affirmative action audit of the Administrative Assistant and making recommendations.

— Making recommendations relating to ways and means to accomplish the affirmative action goals.

— At the last quarterly meeting of each school year, the committee shall review the entire Affirmative Action Employment Plan and make recommendations for updating the plan to comply with current information including state and federal regulations.

POLICY AND PROGRAM DISSEMINATION

An important element is the broad dissemination of the District's Affirmative Action Employment Plan within and outside the District.

Internal dissemination. The following steps shall be taken to ensure internal dissemination:

— Administrative and supervisory personnel will be provided specific information and training concerning the policy and program with emphasis on their responsibilities and its implementation.

— The Superintendent's Bulletin and other publications will publicize the Affirmative Action Employment Plan and progress, highlighting employment opportunities.

— Orientation materials for new employees shall include information concerning equal employment opportunities.

— The District's policy and other materials relating to the Affirmative Action Employment Plan will be posted throughout the District.

— Regular and special reports of the plan's progress and directives for its implementation will be distributed to administrators and supervisors to be discussed with personnel under their direction.

— The phrase "Equal Opportunity/Affirmative Action Employer" shall be on all vacancy announcements.

— The District's non-discrimination policy statement shall be posted at all school sites, central and area offices and shall be included in materials provided to applicants for employment and in publications disseminated by the District or by school sites, central and area offices.

External dissemination. The following steps shall be taken to ensure external dissemination:

— Information will be distributed to community agencies, minority organizations, and other interested persons or organizations, as well as to local and minority news media.

— Recruitment sources and placement agencies will be notified of the District's commitment to equal employment opportunities through its Affirmative Action Plan.

— Distribution list to receive the District's job announcements shall include community agencies and other organizations which are advocates of affirmative action hiring of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

WORK FORCE ANALYSIS

A work force analysis shall be conducted by the Administrative Assistant for the purpose of:

— Identifying statistically the handicapped and Vietnam era veterans and the racial, ethnic and sex composition of the existing certificated and classified work force of the District, by every job classification.

— Surveying school sites, area and central offices to identify personnel, particularly from underrepresented ethnic groups, women, handicapped and Vietnam era veterans, with potential for promotion or lateral movement into other job classifications.

— Analyzing all certificated and classified categories of employment job classifications to determine underrepresentation of handicapped persons, Vietnam era veterans, ethnic groups and women in terms of the composition of the available work force.

— Determining the establishment of career ladders, intern and other programs to assist in achievement of affirmative action goals.

— Periodic reports of the above sections shall be submitted to the Superintendent and made available to the committee.

CORRECTIVE ACTION

Corrective action shall be initiated when one or more of the following conditions exist in which underrepresented ethnic groups, women. handicapped persons and Vietnam veterans are:

— Underrepresented in specific positions or job titles.

— Underrepresented in specific positions or job titles in terms of their educational level, training, experience and competency.

— Underrepresented in specific positions or job titles in terms of rates of pay, responsibilities, promotional opportunities and opportunities for advanced training.

— Not afforded a full opportunity to participate in or underrepresented in any Oakland Unified School District educational training program or activity.

— Terminated at a rate higher than that of nonminorities.

— Confronted with barriers which prevent or impede them from seeking, qualifying or attaining equal employment, training or promotional opportunities.

When any corrective action is indicated, recommendations shall be made to the Superintendent of Schools and the information provided to the Affirmative Action Advisory Committee. The Administrative Assistant shall, at the direction of the Superintendent, submit all Oakland Unified School District reports made to the Equal Employment Opportunities Commission and any state and federal agency concerning the affirmative action program, to the Affirmative Action Advisory Committee. The information provided by the Work Force Analysis shall be used, when corrective action is found necessary or is recommended, to modify and/or supplement any of the goals of the Affirmative Action Employment Plan.

When corrective action is found necessary or is recommended, factors that should be considered in determining the manner in which objectives are modified to effectively implement the Affirmative Action Employment Plan shall include but not be limited to the following:

— The availability of promotable employees from underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

— The availability of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans having requisite skills to fill vacancies as they occur.

— The expansion, reduction, and turnover projected in the work force.

— The existence of Oakland Unified School District training programs (such as internships) or other institutions capable of training personnel in the requisite skills for promotional purposes.

— The programs and training activites which the Oakland Unified School District is able to undertake within financial constraints as a means of making all positions and all job classifications available to underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

AFFIRMATIVE ACTION PLANS

Based upon information supplied by the Administrative Assistant for Affirmative Action each unit manager shall develop an affirmative action plan for their site for review by the appropriate division head and the Administrative Assistant for Affirmative Action. The plan shall include:

— Identification of problem areas of underrepresentation.

— Specific corrective actions to be undertaken, setting forth individual responsibility for implementation and target dates to meet affirmative action goals.

— Nominations of classified and certificated staff members with potential for promotion but who may need additional training to be forwarded to the Administrative Assistant for Affirmative Action.

EMPLOYEE EVALUATION

Affirmative action progress shall be incorporated into the employee performance evaluation of all personnel at the supervisory level and above. A written objective addressing itself to affirmative action shall be incorporated within each manager's goals. The efforts and results will be recorded on the evaluation form and discussed with the employee. The periodic reports of the Administrative Assistant and plans submitted by the unit managers should assist evaluators to determine progress toward the achievement of affirmative action goals. The evaluation shall include:

— A listing of areas in which affirmative action objectives have been met.

— A listing of areas in which affirmative action objectives have not been met and an evaluation of the "good faith efforts" which may or may not be in evidence.

Evaluation of "good faith efforts" shall include but shall not necessarily be limited to:

— Information regarding the efforts to recruit employees needed to improve affirmative action goals.

— Pertinent data regarding the number of vacancies (including promotional opportunities) which have occurred within the time period subject to review.

— Facts about the numbers of applicants for vacancies (including promotions) by sex, ethnic categories, handicapped and veterans status.

EMPLOYMENT PRACTICES

The Affirmative Action Employment Plan of the District shall be committed to create a staff reflecting racial/ethnic and sex diversity including the handicapped and Vietnam era veterans. All personnel involved in the recruiting, screening, selection, promotion, transfer/assignment, and training shall use all affirmative action procedures to ensure that the handicapped, Vietnam era veterans and men and women of all racial and ethnic backgrounds have an equal opportunity for employment. The Administrative Assistant will recommend to the Superintendent modification of procedures and policies to help remove the causes of underrepresentation and to meet the employment goals and timelines of the Affirmative Action Program.

RECRUITMENT

The following steps shall be taken in the recruitment of employees:

— Recruitment information will be distributed to communities, agencies, organizations which are advocates of underrepresented ethnic groups, women, handicapped and Vietnam era veterans and other interested persons or organizations. The phrase "An Equal Opportunity/Affirmative Action Employer" shall be included on all advertisements and bulletins.

— Certificated and classified vacancies will be publicized as widely as possible to organizations which are advocates of underrepresented ethnic groups, women, handicapped and Vietnam era veterans, to persons with local, statewide, and national contacts with minority applicants, and to educational institutions and placement offices serving a high percentage of minority populations. Various media will be used in special or target recruitment programs, and an active file will be maintained on all applicants by job interest in those areas where there is an underrepresentation of ethnic groups, women, handicapped persons and Vietnam era veterans.

— Vacancy notices will be prepared in such a way that all qualification standards are job related. Special care shall be exercised to avoid setting position/job qualifications that would unduly and unnecessarily restrict the potential field of candidates.

SCREENING AND SELECTION

The following steps shall be taken in the screening and selection of employees:

— Clearly stated job specifications will set forth those skills necessary to job performance and the required training and experience related to those skills. The requirements will be based on a careful analysis of the job.

— Selection devices such as interviews and tests shall be chosen or designed so that they are based solely on the job requirements.

— Positions shall be offered to all candidates without reference to race, creed, color, sex, age, handicap, marital or veterans status, or national origin, but with a vigorous effort to find representatives of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans.

— Interviewing panels shall be racially/ethnically balanced as well as balanced equally among male and female members, whenever possible, and, when appropriate, include handicapped and veterans.

— Those work areas wherein there is an underrepresentation of various ethnic groups, women, handicapped persons and Vietnam era veterans shall be ascertained and necessary measures shall be taken in applicant referral and screening processes to promote attainment of the District's affirmative action goals within each area, school, division, department or office.

— Selection processes shall meet standards set by the Federal Equal Employment Opportunity Commission and the State Fair Employment Practice Commission.

TRANSFERS AND ASSIGNMENTS

The following steps shall be taken in the transfer and assignment of employees:

— Priority consideration shall be given to the tenet that the best educational program results from the provision of a school and/or office staff that is well balanced in terms of age, experience, race, sex, ethnic background as well as instructional subject competence. Careful consideration will be given to each of these factors when filling vacancies.

— Efforts shall be made by the Personnel Department to assess the availability of qualified underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans presently employed by the District who may be interested in new assignments.

— Efforts shall be made by the Personnel Department to encourage the participation of qualifiable Oakland Unified School District employees from underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans in training programs where appropriate.

— Every effort shall be made to assign and reassign certificated and classified employees in such a manner so as to provide needed representation of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans within each area, school, division, department and office of the District. Assignment and reassignment under this provision shall be within the employee's job classification (lateral movement).

PROMOTIONS

The following steps shall be taken in the promotion of employees:

— The District shall review the qualifications and experience records of underrepresented ethnic groups, women, handicapped persons and Vietnam era veteran employees having eligibility for promotion and assist them to meet the necessary requirements.

— Employees of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans within the Oakland Unified School District shall be made aware of opportunities for promotion and shall be encouraged to take advantage of such opportunities.

— Preference will be given to the qualified applicant who helps to achieve the District's Affirmative Action Employment Plan goal.

STAFF DEVELOPMENT

The following steps shall be taken in staff development programs:

— Underrepresented ethnic groups, women, Vietnam era veterans and handicapped employees of the Oakland Unified School District shall be encouraged to participate in training programs, including those which lead to certification.

— Training shall be provided to all supervisory and management personnel with respect to their responsibilities within the Affirmative Action Employment Plan.

— To the extent possible, the District shall provide training opportunities for underrepresented ethnic groups, women, Vietnam era veterans and handicapped employees in order to increase their job skills and to qualify them for promotional opportunities.

— The District shall encourage the development and availability of training programs for underrepresented ethnic groups, women, Vietnam era veterans and handicapped employees by other agencies and institutions.

— Information regarding training opportunities available through the District and other agencies shall be disseminated to all employees.

— Inservice training shall be given to interviewers in order that they may obtain knowledge of cultural background of ethnic groups represented within the City of Oakland and an appreciation of problems confronted by handicapped persons and Vietnam era veterans to enhance effective interviewing of applicants as a means of implementing the District's Affirmative Action Employment Plan.

INFORMATION

Questions concerning these procedures may be directed to the Administrative Assistant for Affirmative Action.

GLOSSARY OF TERMS

ADMINISTRATIVE ASSISTANT FOR AFFIRMATIVE ACTION/URBAN AFFAIRS

The person whose primary responsibility is to monitor all personnel actions affecting racial/ethnic minorities, women, Vietnam era veterans and handicapped applicants and employees as well as to maintain records, prepare audits and reports on racial/ethnic minorities, women, Vietnam era veterans and handicapped employment.

AFFIRMATIVE ACTION EMPLOYMENT PLAN

A comprehensive result-oriented personnel plan designed to increase and upgrade the employment of underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans and upgrade the level of employment for women and handicapped.

CAREER LADDER

Employer programs which provide for the lateral and vertical movement of the employee.

JOB CLASSIFICATION

One or a group of jobs having similar responsibility, wage rates and opportunities.

ETHNIC GROUPS

For purpose of these guidelines, ethnic groups shall include the following:

— Mexican or Mexican American - Persons considered by themselves to be of Mexican or Mexican-American origin.

— Latino - Persons considered by themselves to be of Puerto Rican, Central or South American, Cuban, or other Spanish-American culture or origin regardless of race.

— White, Not of Hispanic Origin - Persons considered by themselves as having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

— Black, Not of Hispanic Origin - Persons considered by themselves as having origins in any of the black racial groups.

— Chinese - Persons considered by themselves to be of Chinese origin.

— Japanese - Persons considered by themselves to be of Japanese origin.

— Other Asian or Pacific Islander - Persons not included in the Chinese, Japanese, or Filipino categories but having origins in any of the peoples of the Far East, Southeast Asia, or Pacific Islands.

— Native American or Alaskan Native - Persons considered by themselves as having origins in any of the original peoples of North America.

— Filipino - Persons considered by themselves to be of Filipino origin.

QUALIFIED

Certificated Classes - Those persons who possess relevant skills through training, experience, background, and appropriate certification, as required, by specific job classes and assignments. The qualification of possessing bicultural and bilingual skills may be specified if it is deemed to be a bona fide occupational qualification.

Classified Classes - Those persons possessing minimum qualifications specified within the job descriptions which have been adopted by the Board of Education. The qualification of possessing bicultural and bilingual skills may be specified if it is deemed to be a bona fide occupational qualification.

QUALIFIABLE

Certificated Classes - Those persons who possess an undergraduate or graduate degree and student teaching, but lack certain educational requirements to receive the full credential. In this instance, the person is issued a partial credential pending fulfillment of the course or courses required for the full credential.

HANDICAPPED PERSON

Section 504 of the Rehabilitation Act of 1973 and the implementing regulations effective June 3, 1977 provide the following definitions:

— Handicapped person means any person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such impairment, or (c) is regarded as having such an impairment.

— Qualified handicapped person means

- With respect to employment, a handicapped person who, with reasonable accommodation, can perform the essential functions of the job in question.

- With respect to education, services, a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

VIETNAM ERA VETERAN

Vietnam era veteran means a veteran who served on active duty between August 5, 1964 and May 7, 1975 and who was discharged or released with other than a dishonorable discharge.

UNDERREPRESENTATION

Those cases wherein there are significantly fewer persons of a particular grouping (minorities, women, men, etc.) serving at a particular job level or holding a particular kind of position than might be expected when compared to the distribution of the ideal work force.

WORK FORCE ANALYSIS

A systematic procedure to identify areas in which underrepresented ethnic groups, women, handicapped persons and Vietnam era veterans are not employed in proportion to their availability.

AFFIRMATIVE ACTION EMPLOYMENT PLAN ADVISORY COMMITTEE

Jose Duenas (Chairperson)
Equal Opportunity Employment Officer
Port of Oakland

Robert Jacobvitz, Executive Director
Jewish Community Relations Council
for the Greater East Bay

Ina Ramsay, Director
Veterans Assistance Center

Ona Solon
B.W.O.P.A.

Judy Teng, Director
Oakland Chinese Community Center
Manpower Program

Ron Hall, Job Development Specialist
Center for Independent Living

Frank Chong, Director
Manpower Services

Roy Cordero
City of Oakland
Office of Public Works

Jeff Acebo
Vicariate for the Filipinos

Greg Harmon, Director
Consortium of United Indian Nations

Alice Chew
Certificated teacher representative
Cleveland Elementary School

Marsha Corprew
Certificated teacher representative
McClymonds High School

Nick Caputi
Administrative representative
Skyline High School

Dan Valdez
Classified employee representative

Clara Hughes
Classified employee representative

Dr. Robert Rottman
Director of Personnel

Walton R. Lee, Consultant
Research & Evaluation Department

John J. Carusone
Affirmative Action Officer